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ABSTRACT

This resource file contains information for Utah high school teachers to help students meet the state's instructional objectives in the elective sociology course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include identifying examples of role conflicts and hypothesizing how they could be resolved; and defining culture and explaining why the concept of culture is important to sociologists. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

LEVEL 10-12
SOCIOLOGY

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SO 022 534

Utah State Office of Education

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The students will define the nature of sociology and describe the kinds of problems sociologists attempt to analyze. (103) (C)

Secondary Social Studies

TITLE: The Nature of Sociology

TOPIC: Sociology

TIME SEGMENT: 1 class period

317-501 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the nature of sociology and describe the kinds of problems sociologists attempt to analyze.

MATERIALS:

Student Activity Sheet (Master included)
Textbooks
Encyclopedias
Dictionaries and other related sources

EVALUATION:

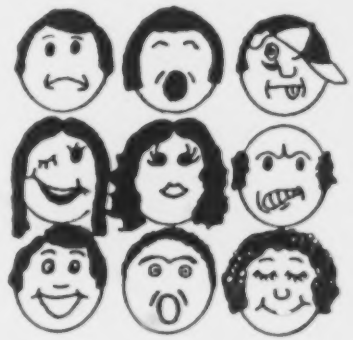
The students will demonstrate, through writing, their knowledge of the scope of sociology, and will be able to describe the kinds of problems sociologists attempt to analyze to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. This activity logically belongs at the beginning of the course. Through selected reading and class discussion, the students should be given an understanding of the broad nature of the field of sociology. They should understand that sociology covers and deals with the problems of all aspects of social conditions, and as one of the social sciences, is interrelated with psychology, political science, anthropology, economics, history, and the other social sciences.

2. After the class discussion, the students will read in at least three sources about the nature of sociology and the problems with which sociologists deal. They will then synthesize the information they have gathered and come up with their own definitions of the nature of sociology. They should also describe the kinds of problems sociologists attempt to analyze.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: The Nature of Sociology	TOPIC: Sociology	Student Activity Sheet	317-501 (103) D

To the student:

1. From class discussion and by reading in at least three textbooks, encyclopedias, dictionaries, or other sources, formulate in your mind your own definition of the nature of sociology.

2. Then, on a separate piece of paper, write your definition. Also describe the kinds of problems sociologists try to analyze.

3. When you have finished, put your paper in the place designated by your teacher.

The students will define socialization. (103)

Secondary Social Studies

TITLE: Definition of Socialization

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-502 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define socialization.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias
Dictionaries
Related materials

EVALUATION:

The students will demonstrate through writing, through the satisfaction of the teacher, that they understand the meaning of socialization.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

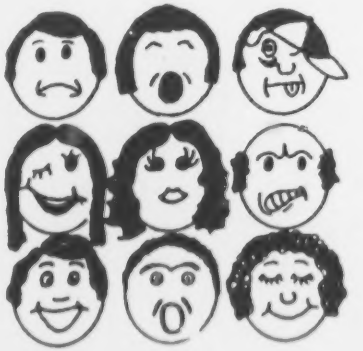
PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students involved.

2. In this activity the students shall define socialization in writing.

3. Have resource materials (dictionaries, encyclopedias, etc.) available.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Definition of Socialization	TOPIC: Sociology	Student Activity Sheet	317-502 (103) D

To the student:

In at least 3 sources (encyclopedias, texts, dictionaries or other available material) find "socialization." Then using this information think of a definition that explains socialization best for you. On a separate piece of paper write your definition.

When you have finished, put your paper in the place designated by your teacher.

The students will define the scientific method and list the steps involved in it. (103) (P, V)

21

Secondary Social Studies	TOPIC: Sociology	317-503 (103)
TITLE: Comparing Norms and Mores Using the Scientific Method	TIME SEGMENT: Teacher discretion	317-512 (408) D

INSTRUCTIONAL OBJECTIVE:

503-The students will define the scientific method and list the steps involved in it.

512-The students will compare the norms and mores of the United States with those in at least two other countries.

MATERIALS:

Student Activity Sheet (Master included)
Textbooks
Encyclopedias
Other related materials

EVALUATION:

The students will compare, to the teacher's satisfaction, the norms and mores of 2 other countries with those of the United States using the scientific method.

ADAPTATIONS:

The teacher should adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. In this activity the students shall compare the norms and mores of two other countries with those of the United States, using the scientific method.

2. Before the students can do this activity they need some background in the scientific method. Through selected readings in encyclopedias, texts, and through class discussion, the students should gain this background. Make sure that the students understand that the scientific method as applied to social science will vary slightly from scientific method as applied to the physical sciences. In particular, experimenting may or may not be part of a social studies problem.

3. This activity should be done sometime after activity 317-508 in which the students define cultural norms and mores.

4. Assign each student at least two other countries to compare with the United States or allow the students to choose the countries.

5. The students will need to be told whether or not they should give their sources of information for the step on gathering data.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies Comparing Norms and TITLE: Mores Using the Scientific Method	TOPIC: Sociology	Student Activity Sheet	317-503 (103) 317-512 (408) D

To the student: In this activity the norms and mores of at least 2 other countries will be compared with those of the United States, using the scientific method.
After the discussion and reading on the scientific method write down the steps of the method.
The wording of these steps may vary from source to source.
On a separate sheet of paper write each step of the scientific method with the requested information for that step after it. For example, since the first step of the scientific method is identifying or stating the problem, write this first:

1. Stating the problem

Then give the requested information:

1. Stating the problem

How and why are the norms and mores of (other countries) different or the same as those of the United States?

Now continue on with the second step. Name the step and then give the information that the step requires. Do the same with the rest of the steps.

One of the steps will require considerable research into the countries being studied. Texts, encyclopedias, magazine articles and similar sources will need to be consulted. Also, adults in the community provide a good source of information for data on the United States. It may be possible to interview people from the other countries who live in the community, as well.

After writing down the steps of the scientific method and supplying the information requested, put your paper in the place designated by your teacher.

The students will define culture and explain why the concept of culture is important to sociologists. (103) (I, V)

Secondary Social Studies

TITLE: Culture

TOPIC: Sociology

TIME SEGMENT: 1 period

317-504 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define culture and explain why the concept of culture is important to sociologists.

MATERIALS:

Student Activity Sheet
(Master included)
Resource material (textbooks, dictionaries, encyclopedias, and related material)

EVALUATION:

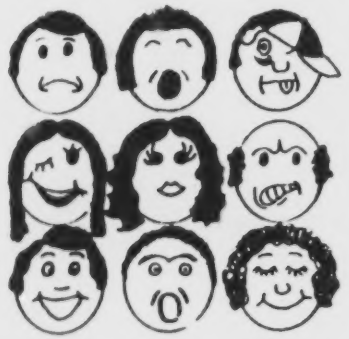
The students shall, through writing and to the teacher's satisfaction, define culture and explain why the concept of culture is important to sociologists.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the student.

PROCEDURE:

To the teacher:



1. Make copies of the Student Activi ty Sheet so that each student has one.

2. While most sources define culture in similar terms, no two are exactly alike. The students should read definitions of culture from at least three different sources (texts, encyclopedias, dictionaries, or related materials.) Through discussion, direct their thinking toward a definition that includes the desired terminology.

3. From the students' reading in introductions to sociology from at least three sources, they should gain some understanding of why the concept of culture is important to sociologists. You may wish to help clarify some of their thinking by a brief discussion.

4. The students should then write a definition of culture and explain why the concept of culture is important to sociologists.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

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_____

Secondary Social Studies TITLE: Culture	TOPIC: Sociology	Student Activity Sheet	317-504 (103) D

To the student:

1. From at least three available sources (texts, encyclopedias, dictionaries, etc.) and through discussion, decide on:

   a. a definition of culture.

   b. why you think that the concept of culture is important to sociologists.

2. On a separate piece of paper, write these down.

3. When you have finished, put your paper in the place designated by your teacher.

The students will describe how each of the following concepts relate to culture: natural environment, cultural change, population problems in an industrial society, cultural plurality, and culturally different groups. (103) (I, V)

Secondary Social Studies

TITLE: Sociological Concepts and Culture

TOPIC: Sociology

TIME SEGMENT: 1 week

317-505 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how each of the following concepts relate to culture: natural environment, cultural change, population problems in an industrial society, cultural plurality, and culturally different groups.

MATERIALS:

Student Activity Sheet
(Master included)
Source materials, texts, encyclopedias, other related materials.

EVALUATION:

The students shall demonstrate to the satisfaction of the teacher, their understanding of the relationships of one of the sociological concepts listed above. This understanding shall be demonstrated through written reports and/or oral reports.

ADAPTATIONS:

The teacher may wish to have the students take notes on the reports of other members of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets as needed.

2. Through selected reading and discussion, the students should be given a good understanding of the meaning of culture as it applies to sociology. They should also understand the concepts listed in the objective (natural environment, cultural change, population problems in an industrial society, and the last two concepts combined. Cultural plurality and culturally different groups are essentially the same and will be treated together.)

3. In this activity, the students will relate one of the concepts to their own local culture. It is possible that the concept will need to be considered in relation to an area larger than the community. For example, if there are no culturally different groups in the immediate area, the student should report on the groups within the state or region of the country.)

4. Divide the class into four groups and assign each group one of the four concepts, or allow the students to choose a concept.

5. Allow the students time to read anything available on the subject. Most of the reports, though, will be written from the students' knowledge and the information that they can gather from people in the community.

6. After the reports have been written, allow time in class for some of the reports in each subject to be given.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Sociological Concepts and Culture	TOPIC: Sociology	Student Activity Sheet	317-505 (103) D

To the student:

From the assigned reading and class discussion, you should have an understanding of the meaning of culture and of these sociological concepts - (natural environment, cultural changes, population problems in an industrial society, and cultural plurality and culturally different groups.)

You will be assigned one of the concepts to be examined in the light of the culture of your own community. If this is not possible, relate the sociological concept to the culture of the state or region of the country.

There may or may not be reading material on your particular concept. If there is, read it. Then, talk with family and neighbors to get their views of the relationship between your assigned concept and culture.

Think through the information you have gathered. Decide how you feel about the subject and write it down.

You may be called upon to give your report in class. After the reports are given, put your paper in the place designated by your teacher.

The students will differentiate between material and non-material cultural traits. (103) (V, I)

Secondary Social Studies

TITLE: Material and Non-material Cultural Traits

TOPIC: Sociology

TIME SEGMENT: 20 minutes

317-506

D

INSTRUCTIONAL OBJECTIVE:

The students will differentiate between material and non-material cultural traits.

MATERIALS:

Student Activity Sheet
Answer key
(Masters included)

EVALUATION:

The students will demonstrate their understanding of the difference between material and non-material cultural traits by successfully filling the blanks with the appropriate traits.

ADAPTATIONS:

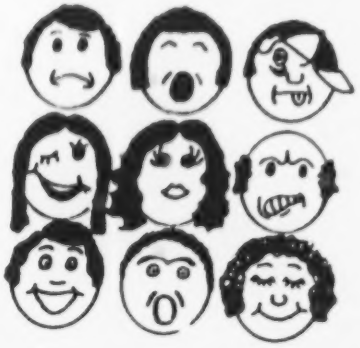
The teacher may adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Make a copy of the Student Activity Sheet for each student participating.

2. This activity should be used while the students are learning about cultural traits.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Material and Non-material Cultural Traits	TOPIC: Sociology	Student Activity Sheet	317-506 (103) D

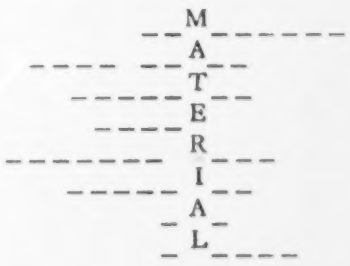
To the student:

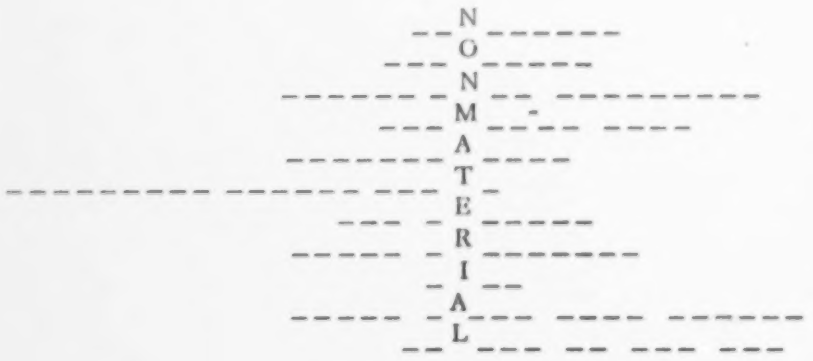
A cultural trait has been defined as the simplest unit of culture. The trait might be a gesture, such as a wave good-by. The trait might be a tool, such as a spoon; a custom, such as caroling at Christmas time. The trait might be an idea, such as a group's owning all of their goods in common. The cultural traits may be material such as a spoon, or non-material such as the caroling.

When several traits, both material and non-material, are organized, a cultural pattern is formed. An example of a cultural pattern is a football game between two high school teams. Below you will find a list of material and non-material cultural traits. Decide if each trait is material or non-material. Then decide where the trait fits on the appropriate column and fill in the blanks.

Traits

computer	class president	handshake	wedding ring	magazine	belief in one god
democracy	pliers	meals eaten with family	wink	thumbs-up sign	gathering around the TV
rap session	gold chain	house	cheerleading	car	
belief in an afterlife	hamburger				





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Answer key:

haMburger
gold chAin
computEr
houseE
wedding Ring
magaz Ine
cAr
pLiers

haNdshake
demOcracy
belief iN an afterlife
thuMbs-up sign
cheerleAding
gathering around the TV
rap sEssion
class pResident
wInk
meals eAten with family
beLief in one god

The students will list significant culture traits of American society and explain changes in American culture which have occured over the past 200 years. (408) (I, V)

Secondary Social Studies	TOPIC: Sociology	317-507 (408)
TITLE: Changes in American Culture	TIME SEGMENT: 1 week	D

INSTRUCTIONAL OBJECTIVE:

The students will list significant culture traits of American society and explain changes in American culture which have occurred over the past 200 years.

MATERIALS:

Student Activity Sheet
(Master included)
Any resources on American culture for the past 200 years - texts, encyclopedias, and other available material

EVALUATION:

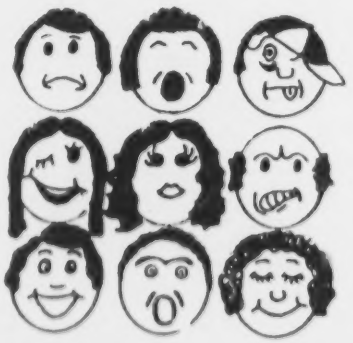
The students will demonstrate their understanding of cultural changes in American society which have occurred in the past 200 years by showing how and why cultural traits in one category have changed.

ADAPTATIONS:

The teacher may wish to have the students take notes on the reports of the other students.

PROCEDURE:

To the teacher:



1. Through selected reading and discussion, the students should have a good understanding of the meaning of culture and the elements that comprise it.

2. Divide the class into three groups. Assign each group a category of cultural traits. The groups should be assigned:
   a. devices.
   b. ideas.
   c. a combination of customs and gestures.

3. In this activity, the students will examine the significant cultural traits of the American culture for the past 200 years in their assigned category. They will trace the changes in the traits and explain these changes. Allow time in class for the students to meet, read about, and discuss the cultural traits. They will probably need time outside of class for reading and investigation as well.

4. Have the students compile a group report from their information. They should choose one member of the group to report to the class.

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Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Changes in American Culture	TOPIC: Sociology	Student Activity Sheet	317-507 (408) D

To the student:

1. Through reading and discussion, you should have an understanding of the meaning of culture and the elements that comprise it.

2. In this activity, you will be assigned to one of three groups. Your group will be asked to study cultural traits that fall under one of the following categories:

   devices
   ideas
   customs or gestures

   You will tract the changes in these cultural traits during the past 200 years in America, and tell why the changes have occurred. For example, if your category is devises, you would show the changes in tools, machines, and inventions in America over the past 200 years and tell why the changes have taken place.

3. Take notes of the information you gather. You will hand your notes in at the end of the activity.

4. In class, compile the information collected by those in the group. Choose a member of the group to report to the class.

5. Write your name on your notes. After the reports have been given, put your notes in the place designated by your teacher.

The students will define cultural norms and mores. (103)
(I)

317-509
This activity will be located with objective 508

The students will explain how norms and mores vary within a society and how they are enforced. (405) (V)

Secondary Social Studies

TITLE: Norms and Mores

TOPIC: Sociology

TIME SEGMENT: 2 days

317-508 (103)
317-509(405)

D

INSTRUCTIONAL OBJECTIVE:

The students will define cultural norms and mores.

The students will explain how norms and mores vary within a society and how they are enforced.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias and related materials

EVALUATION:

The students will demonstrate their understanding of norms and mores by writing down, to the teacher's satisfaction, an analysis of the norms and mores in the community and explaining how they are inforced.

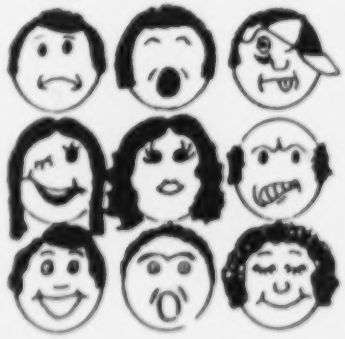
ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Through selected reading and class discussion, the students should be given an understanding of cultural norms and mores.

2. Be sure that there is a Student Activity Sheet for each student involved in the activity.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Norms and Mores	TOPIC: Sociology	Student Activity Sheet	317-508 (103) 317-509(405) D

To the student:

1. Through selected reading and class discussion you should have an understanding of cultural norms and mores.

2. On a separate piece of paper list 10 of the predominant cultural norms and mores of your community. Then, write down norms and mores accepted by some people in the community that are different than the first list of norms and mores. Now think through the reasons why norms and mores vary within one community or society. Write the reasons down and tell how these norms and mores are enforced.

3. When you have finished, put your paper in the place designated by your teacher.

The students will evaluate the importance of communication in transmitting culture. (103) (V, P)

Secondary Social Studies

TITLE: Transmitting Culture Through Communication

TOPIC: Sociology

TIME SEGMENT: 1 week

317-510 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate the importance of communication in transmitting culture.

MATERIALS:

Student Activity Sheet (Master included)

EVALUATION:

Students will demonstrate their understanding of the concept that culture is transmitted through communication by reporting on a product of which they were formerly unaware. They will tell through which means of communication they learned of it. This shall be written to the teacher's satisfaction.

ADAPTATIONS:

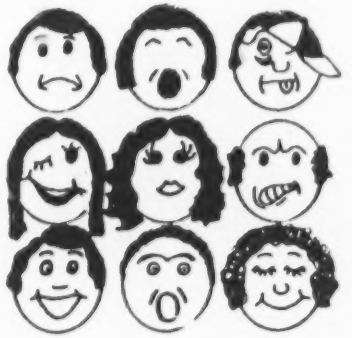
The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. The students should do this activity after they have had a good background in cultural traits, the constant change in material cultural traits, and the effect of the change upon society.

2. Duplicate enough Student Activity Sheets for each student to have one.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Transmitting Culture Through Communication	TOPIC: Sociology	Student Activity Sheet	317-510 (103) D

To the student:

1. You have already learned that material cultural traits have a marked effect on society. You have learned that the cultural traits of a society change over the years. Many of the tools that you use, for example, were unheard of in your grandfather's youth. Material cultural traits are both the cause of change in society and are also in existence as a result of changes.

2. Our material cultural traits change constantly. Since the coming of newspapers, magazines, radio and television the changes have been more rapid. A new product may be seen by tens of millions of people at once on a national TV advertisement.

3. In this activity you are to make note of a new product that you have never seen before. It must be one that is advertised in a newspaper, magazine, or on the radio or TV. If it is in a newspaper or magazine, clip it out, attach it to an 8" x 11 1/2" piece of paper and write your name and the source. If the advertisement is on radio or TV, write the name and type of product, the date and time you saw it, and your name on a 8" x 11 1/2" piece of paper.

4. When you have completed the activity, put your paper in the place designated by your teacher.

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The students will distinguish between different types of communication. (103) (P)

Secondary Social Studies

TITLE: Communication Game

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-511 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will distinguish between different types of communication.

MATERIALS:

Student Activity Sheet (Master included)

EVALUATION:

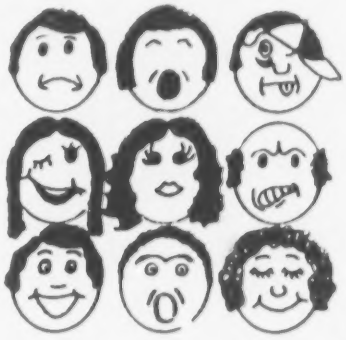
The teacher will be able to discern, by observation, if the students are participating in the game and thereby being aware of the different types of communication.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. This activity is to be played using the rules of charades. The objective is to make the students aware of the various means of communication.

2. This game would logically be played during the period that the class is discussing communication.

3. Duplicate the list of words and cut the page into pieces with one method of communication on each piece. If any additional methods of communication are felt to be needed, add them.

4. Divide the class into three groups and have the students get into circles. The students will take turns acting out the methods of communication. Show all three students, doing the acting, the same piece of paper with one method on it. At a signal the students begin to act out the method of communication.

5. The group who guesses it first receives a point. Keep a tally. After all of the methods of communication have been guessed, the group with the most points wins.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

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Communication List

telegraph

Braille

newspaper

homing pigeons

storm warning flags

telephone

drum beats

pong express

Indian sign language

mail

typewritten or printed message

books

sign language for the deaf

magazines

pneumatic tubes with container (as at a bank)

radio

mail

body language

television

photography

art (painting, sculpture, etc.)

speaking

international alphabet flags

radar

This activity will be located with objective 503

The students will compare the norms and mores of the United States with those in at least two other countries. (408) (V, P)

The students will define deviant behavior and describe how the judging of deviant behavior varies between cultures. (408) (I, V)

Secondary Social Studies

TITLE: Deviant Behavior

TOPIC: Sociology

TIME SEGMENT: 1 period

317-513 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will define deviant behavior and describe how the judging of deviant behavior varies between cultures.

MATERIALS:

Student Activity Sheet (Master included)
Dictionaries
Texts
Related materials

EVALUATION:

The students will demonstrate their understanding of deviant behavior by writing a definition of deviant behavior. They shall also describe, to the teacher's satisfaction, the norms of a society for which a deviant behavior is given and tell why behavior may be deviant in one society and not in another.

ADAPTATIONS:

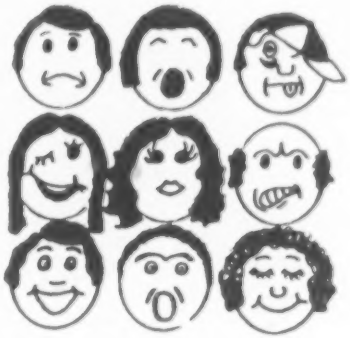
The teacher should beel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets so that each student in the class may have one.

2. This activity could be used during the class study of norms and mores.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Deviant Behavior	TOPIC: Sociology	Student Activity Sheet	317-513 (408) D

To the student:

1. From at least three different sources (dictionaries, texts, encyclopedias, etc.) find definitions of deviant behavior. Using this information, write on a separate piece of paper a definition of deviant behavior that you feel is best.

2. Read the following paragraph describing some deviant behavior:

> A young man was taught by his older brother to shoplift while he was in his early teens. He was rarely caught, but when he was, he would not look people in the eye and would lie about it. He was caught smoking repeatedly and at age 15 was expelled from school. He was readmitted but cut classes often. At age 17, he and a friend stole a car. They picked up a fifteen-year-old neighbor girl and drove across the state line. Just across the border, the boys robbed a gas station and were caught. After two years probation, during which time the young man began taking and dealing in drugs, he became involved in gambling. He lost a great deal of money and found himself in debt to men in organized crime. He was hounded and beaten by these men. He bought a gun and killed two of them. He was caught, tried, and sentenced. At age 23, he is now in prison for life.

3. From this description of deviant behavior, you should be able to tell what the norms and mores of the society from which this deviates. Under your definition of deviant behavior, write the norms and mores as you discern them.

4. Think through your studies of other cultures. Are there any societies where part of this behavior would not be considered deviant? If so why? If not, why not? Write down your analysis.

After you have completed this activity, put your paper in the place designated by your teacher.

The students will discuss the concept of role and role relationships. (401) (P, V)

Secondary Social Studies

TITLE: Role Descriptions and Relationships

TOPIC: Sociology

TIME SEGMENT: 1 period

317-514 (401) D

INSTRUCTIONAL OBJECTIVE:

The students will discuss the concept of role and role relationships.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias and related material

EVALUATION:

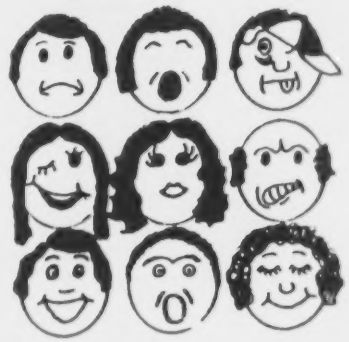
The students will demonstrate their understanding of the concept of role and role relationships by writing, to the teacher's satisfaction, a description of a role and by listing at least six interrelated roles.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. Before doing this activity, the students should have a good background in the concept of role and role relationships through selected reading and class discussion.

2. Duplicate enough Student Activity Sheets for students in the class.

3. In this activity each student will write a description of a role. It may be any role and need not be one that the student occupies.

4. Then divide the class into groups of about eight students each. Each student will take a turn reading his description of a role to his group. The other students should be able to guess the role from the description. The group should then be able to name at least six other roles that could relate to the role described. These six roles should be written at the end of the description.

5. After the students are through, have them turn in their descriptions and related roles for evaluation.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Role Descriptions and Relationships	TOPIC: Sociology	Student Activity Sheet	317-514 (401) D

To the student:

From reading and class discussion you should have a background in the concept of role and role relationships.

1. Write a description of any role you choose. It need not be a role that you occupy. It might be that of a research chemist, teenager, grandmother, farmer, etc. No actual mention of the role's title should be made. It should merely be a description of those qualities that society expects this individual to have and the activities in which society expects this individual to participate.

2. You will be assigned to a group by your teacher. In this group take your turn reading your description to the group. The other students in the groups should be able to guess the role you describe. They should then name at least six other roles that might possibly relate to your described role. For example, if you choose to describe the role of a physician you would describe the attributes that society expects him to have and tell of his expected activities. After the group guesses the role, they should suggest other possible roles that might relate to that of the physician. These might include father, pharmacist, wife, nurse, patient, brother, son, etc.

3. After everyone in the group has completed this activity, put your paper in the place designated by your teacher.

The students will define status and distinguish between assigned and achieved status. (103)

Secondary Social Studies

TITLE: Assigned and Achieved Status

TOPIC: Sociology

TIME SEGMENT: 3 days

317-515 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define status and distinguish between assigned and achieved status.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias
Related materials

EVALUATION:

The students will write about one well-respected individual they know in the community. The person's assigned and achieved status shall be analyzed to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

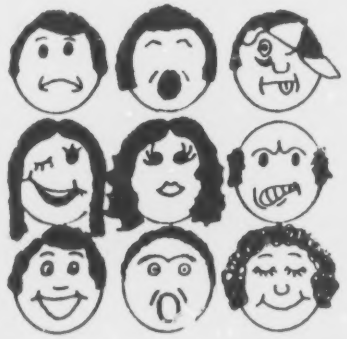
PROCEDURE:

To the teacher:

1. This activity is to be used during the study of status.

2. Through selected reading and class discussion, the students would have a good understanding of the difference between assigned and achieved status.

3. Duplicate enough Student Activity Sheets so that each student may have one.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Assigned and Achieved Status	TOPIC: Sociology	Student Activity Sheet	317-515 (103) D

To the student:

After selected reading and class discussion you should have a good understanding of the difference between assigned and achieved status.

1. Think of a person in your community who is well thought of. It is not necessary that the individual be especially widely known, but rather, the person should be well-respected. You should know the person or know of him rather well.

2. Write a paragraph describing this person in terms of status. Tell what positions or roles the person occupies. Think of, and write down as many qualities as you can that this individual possesses that makes him respected. The qualities and roles are either assigned (ascribed) or they are achieved.

3. After you write the paragraph, make two lists. Under one titled "Assigned status" list the roles and qualities that have been assigned to this person. Under "Achieved status" list those that have been achieved by the person.

4. After you have completed the activity, put your paper in the place designated by your teacher.

The students will analyze how labels are used to describe people's roles. (404) (V)

Secondary Social Studies

TITLE: Labels Game

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-516 (404)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze how labels are used to describe peoples' roles.

MATERIALS:

List of labels
(Master included)
Straight pins

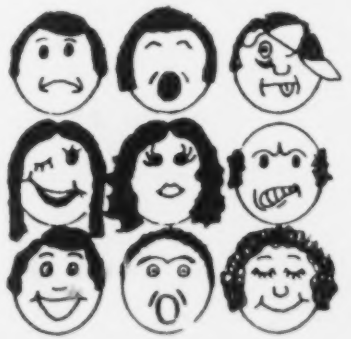
EVALUATION:

The teacher will observe how the students play the game, and evaluate their performance as satisfactory or unsatisfactory.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:



To the teacher:

This activity may be used during the study of roles people play.

First, explain to the class that the labels that are given to people often help to describe their roles. Some labels are definitive. For example, if a man were to say that he is a window-washer, we would know precisely what he does. Other labels are not so exact. The label of mother brings to mind a number of other labels that are included under that of mother. Some of these are cook, laundress, teacher, housekeeper, wife, etc.

Because of our knowledge of the duties, attributes, and activities that are connoted in the label, a label becomes a description of a role.

In this activity the class will play a game. You will need to duplicate the sheet of labels. Cut the page so that there is a label on each piece of paper. If you need additional labels, add some of your own.

Pin a label on the back of each student, taking care that no one sees his own label. The object of the game is for each student to guess his own label by asking questions of the other students that can be answered by "yes" or "no". The questions should be of the kind that will give the student clues to his label. He might ask if it is an occupation, a label of kinship, of religion, of government, etc. He will want to ask questions about the attributes that the person with this label should have and the duties and activities a person with this label performs.

The students should play this game walking around, mingling with the others in the class. When a student guesses his label, he goes to his seat. Play until every student has guessed his label or until a pre-determined time has elapsed.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

118

Secondary Social Studies TITLE: Labels Game	TOPIC: Sociology	Label List	317-516 (404) D

FARMER

SENIOR CITIZEN

DAUGHTER

MINISTER

TREASURER

CHOIR DIRECTOR

SENATOR

AUNT

MAYOR

HOUSE PAINTER

GRANDFATHER

PRIEST

MAILMAN

SECRETARY

DOCTOR

ADULT

ANTIQUE DEALER

QUARTERBACK

ACTRESS

GOVERNOR

UNCLE

VOTER

PIANIST

MIDDLE CHILD

SUNDAY SCHOOL TEACHER

FATHER

MECHANIC

COMMITTEE CHAIRMAN

PSYCHOLOGIST

COUSIN

JOGGER

PLUMBER

RACE CAR DRIVER

MANAGER

HIKER

SHERIFF

SISTER

SOLDIER

HUSBAND

SURGEON

The students will identify examples of role conflicts and hypothesize how they could be resolved. (405) (V)

Secondary Social Studies

TITLE: Role Conflict

TOPIC: Sociology

TIME SEGMENT: 1 - 2 periods

317-517 (405)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify examples of role conflicts and hypothesize how they could be resolved.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias
Related material

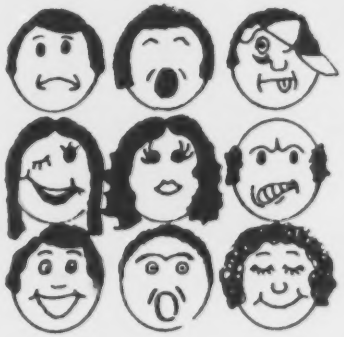
EVALUATION: The students shall demonstrate their understanding of role conflicts and their possible resolution by writing, to the teacher's satisfaction, the resolution of a role conflict in their own lives. The students will also discuss in groups possible solutions to role conflicts while the teacher observes.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Activity Sheets so that each student may have one.

2. Before this activity is done, the students should be given a good background in role, role relationships, and role conflicts through reading and class discussion.

3. The students will follow the outlined activity by first writing as many of the roles that they occupy as possible.

4. They will then identify all of the role conflicts that occur now or have occured in their lives in the recent past.

5. The students shall get into discussion groups and take over the role conflicts that they experience. It is likely that many of the roles and role conflicts are the same among the students. Some of the students may have found solutions to their conflicts and can share the solutions with others. You will want to allow adequate time for the groups to talk through their problems. It may even be worthwhile to spend an additional period in discussion groups.

6. After the group discussions each student should write down, beneath the list of his roles and role conflicts, one solution to a conflict. The solution may be one that he has already found to work for one of his conflicts, or it may be a possible solution for one that he has not resolved.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

_____

_____

Secondary Social Studies TITLE: Role Conflict	TOPIC: Sociology	Student Activity Sheet	317-517 (405) D

To the student:

1. From reading and class discussion you should have a good understanding of role, role relationship and role conflicts.

2. First, think of all of the roles that you occupy and write them down.

3. Next, write down all of the role conflicts that you experience now or have experienced in the recent past.

4. Then, you will be assigned to a discussion group. The group should discuss roles that the members now occupy and role conflicts that the members are experiencing. Compare your lists. Check to see if anyone has solved a conflict that you have. How did he do it? Would the solution work for you? Perhaps you have solved a conflict that someone else is experiencing now. Share your solutions. The group should also discuss possible solutions to conflicts that no one in the group has solved.

5. After the group discussion, write down under your roles and role conflicts one solution that you have found to a former role conflict. Or if you would prefer, take a role conflict that you have now and propose a possible solution to it.

6. When you have finished, put your paper in the place designated by your teacher.

The students will explain the importance of the interaction of people and that few can learn to live without other people. (401) (V, P)

Secondary Social Studies

TITLE: The Interaction of People

TOPIC: Sociology

TIME SEGMENT: 1 period

317-518 (401)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the importance of the interaction of people and that few can learn to live without other people.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias
Related materials

EVALUATION:

The student will demonstrate his understanding of the importance of the interaction of people by analyzing, to the teacher's satisfaction, the many things the student and close associate do for each other.

ADAPTATIONS:

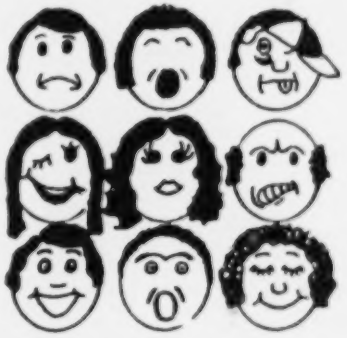
The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for each student to have one.

2. Through selected reading and class discussion, the students should have a background in the importance of people's interactions with and interdependence on other people.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: The Interaction of People	TOPIC: Sociology	Student Activity Sheet	317-518 (401) D

To the student:

1. After the selected reading and class discussion, you should have a good background in the importance of interaction with and interdependence on other people.

2. On a separate piece of paper, write down a person with whom you have a great deal of interaction (sister, father, grandmother, friend, etc.) Think through the many things that you share and make 2 lists:

a. Under the heading entitled "I do for Him/Her" list all of the ways in which the other person's life would be altered if you were to go completely out of it. Tell what you do for the other person.

b. Under another heading, "He/She Does for Me" list all of the ways that your life would be altered if the other person were to go out of it. Tell what the other person does for you.

3. When you have finished, put your paper in the place designated by your teacher.

The students will define social institutions and list five major ones in society. (103)

Secondary Social Studies

TITLE: Social Institutions

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-519 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define social institutions and list five major ones in society.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias

EVALUATION:

The students will demonstrate their understanding of social institutions by writing, to the teacher's satisfaction, a definition of social institution and listing five of the major ones in society.

ADAPTATIONS:

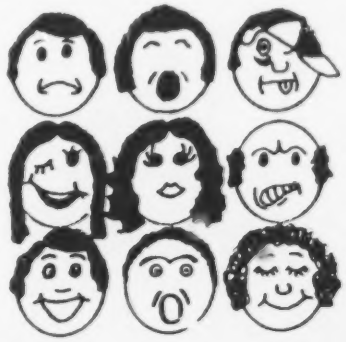
The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for the students in the class.

2. Through selected reading and class discussion, the students should have a good understanding of social institutions.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Social Institutions	TOPIC: Sociology	Student Activity Sheet	317-519 (103) D

To the student:

1. From selected reading and class discussion you should have a good understanding of social institutions.

2. From two or three sources (texts, encyclopedias, etc.) find the definitions of social institution. Decide on one that you like best and on a separate piece of paper write it down.

3. Decide on five major social institutions and list them on your paper under the definition in the order that they affect your life. List them in decreasing order of influence.

The students will discuss various forms of a family nucleus. (403) (P, V)

Secondary Social Studies

TITLE: Nuclear and Extended Families

TOPIC: Sociology

TIME SEGMENT: 3 days

317-520 (403)

D

INSTRUCTIONAL OBJECTIVE:

The students will discuss various forms of a family nucleus.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

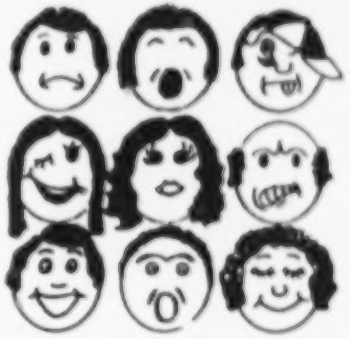
The students shall demonstrate their understanding of various family forms of a family nucleus by diagramming neighborhood families and discussing family forms to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:



1. Assign the activity. Allow the students three days to complete their diagrams.

2. When the students bring their completed diagrams, compile the information. Compare the number of nuclear families with the number of extended families. This should lead into an interesting discussion on family forms in your community.

3. Depending upon the information you have available, you might want to show comparisons between family forms now and those of a century ago in your community; between your community and the rest of the state or nation; between the family forms of your community and a society in which extended families are the rule, or there may be a comparison that seems significant that you want to discuss.

4. The students should establish a background for this activity through readings in textbooks and other available resources and through classroom discussions.

5. Duplicate enough Student Activity Sheets for the students.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Nuclear and Extended Families	TOPIC: Sociology	Student Activity Sheet	317-520 (403) D

To the student:

Select five families in your neighborhood. On a separate piece of paper, draw a diagram of each family using the following code.

△ male

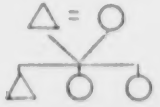
○ female

| relationship of descent (e.g. father and son)

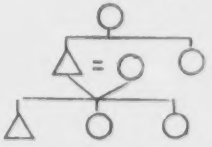
— relationship of co-descent (e.g. sisters)

= relationship of marriage

A family with one son and two daughters would look like this:



If a grandmother (the mother of the father of the family) and an unmarried aunt lives with the family, the diagram would look like this:



When you have completed your diagrams, put your paper in the place designated by your teacher.

The students will articulate how the family is a basic social unit. (403) (P, V)

Secondary Social Studies

TITLE: Family as a Basic Unit

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-521 (403)

D

INSTRUCTIONAL OBJECTIVE:

The students will articulate how the family is a basic social unit.

MATERIALS:

Texts, encyclopedias, related material
Student Activity Sheet

EVALUATION:

The students will demonstrate their understanding of the family as a basic unit by writing, to the teacher's satisfaction, the unique functions performed by the student's families and the reason that the family is the basic social unit.

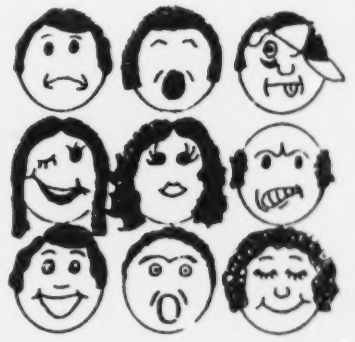
ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets as needed.
2. This activity should be done while the class is discussing family.
3. Through selected reading and class discussion, the students should be given a good understanding of the family as a basic social unit.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Family as a Basic Unit	TOPIC: Sociology	Student Activity Sheet	317-521 (403) D

To the student:

1. Through reading and class discussion, you should have a good understanding of the family as a basic social unit.

2. Think of your own family situation. What functions are performed by your family unit that are not performed by any other social institution? Write these down on a separate piece of paper. Then write a short paragraph telling why you think the family is a basic social unit.

3. When you are finished, put your paper in the place designated by your teacher.

The students will formulate an hypothesis which explains why divorce has become more common than in the past. (403) (V,P)

Secondary Social Studies

TITLE: Survey on Divorce

TOPIC: Sociology

TIME SEGMENT: 10 days

317-522 (403)

D

INSTRUCTIONAL OBJECTIVE:

The students will formulate an hypothesis which explains why divorce has become more common than in the past.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students shall formulate hypotheses which explain, to the teacher's satisfaction, why divorce has become more common than in the past.

ADAPTATIONS:

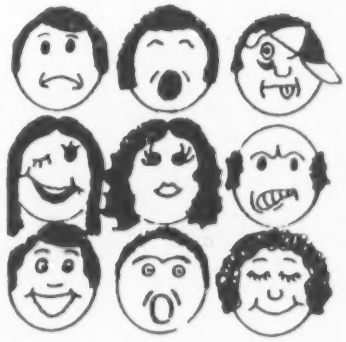
The teacher should feel free to adapt this activity to the special needs of the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets as necessary.

2. Before this activity is introduced, the students should be given, through class discussion, a background in the rising incidence of divorce. Some of the causes of divorce should also be explored. Explain to the students that they will be examining the reasons why divorce has become more common than in the past.



3. Divide the class into groups of 6 to 8 students each.

4. Distribute the Student Activity Sheets.

5. Allow about a week for the students to complete their surveys.

6. Allow a period in class for the students to compile their survey information and formulate their own hypotheses. Have each group present the hypothesis to the class.

7. You may wish to sum up the findings after the last report. Was their agreement among the groups?

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Survey on Divorce	TOPIC: Sociology	Student Activity Sheet	317-522 (403) D

To the student:

1. After the class discussion, you will be divided into groups.

2. Decide on two of the group to do a literature review. Current books, magazines, and other resources from school or public libraries should be searched. In these, the students should find opinions of professionals in social studies on the rise in the divorce rate.

3. The remaining students in the group should organize a public opinion survey. The purpose of the survey will be to get the opinion of the people of the community on the reason why divorce has become more common that in the past.

4. First, decide how many people each student should question in order to get a reliable sampling.

5. Them, decide on one or two questions to ask that will give you the information needed.

6. Next, take the survey.

7. In class, on the day assigned, compile your information. Those who did the literature survey should list the causes of increased divorce as the writers saw them. The cause mentioned most frequently should be listed first. Other causes should be listed in descending order of their appearance.

8. Those who did the public opinion survey should also list the causes the people cited. The cause most frequently mentioned should be listed first, etc.

9. Then, compare your lists. In your group, talk over the findings. Using these and the opinions and reasoning of the students, formulate a hypothesis which explains why divorce has become more common than in the past. Choose a scribe. Have him write down the hypothesis for the group and present it to the class.

169

The students will define the following terms relating to political institutions: power, nationalism, and sovereignty. (408) (V)

Secondary Social Studies

TITLE: Power, Nationalism and Sovereignty

TOPIC: Sociology

TIME SEGMENT: 30 minutes

317-523 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the following terms relating to political institutions: power, nationalism, and sovereignty.

MATERIALS:

Student Activity Sheet
(Master included)
Textbooks, encyclopedias, dictionaries, and similar sources

EVALUATION:

The students will demonstrate their understanding of the terms power, nationalism, and sovereignty by writing the definitions of them to the teacher's satisfaction.

ADAPTATIONS:

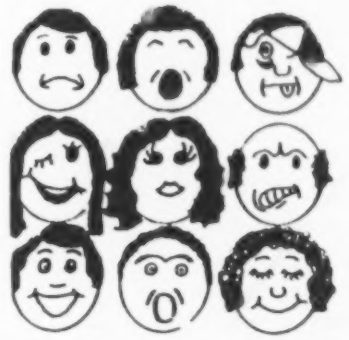
The teacher should feel free to adapt this activity to the needs of the students.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets as needed.

2. This activity could be used as a lead-in to, or during a discussion on government.



Evafuation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Power, Nationalism, and Sovereignty	TOPIC: Sociology	Student Activity Sheet	317-523 (408) D

To the student:

1. From at least three sources (textbooks, encyclopedias, dictionaries or similar sources), find the following terms: power, nationalism, sovereignty.

2. Using these sources, write, on a separate piece of paper, a definition that you feel best defines each term.

3. When you have finished, put your paper in the place designated by your teacher.

The students will explain how religion brings emotional security and provides ethical standards to various cultures. (203) (V, I)

Secondary Social Studies

TITLE: Religion's Role in a Culture

TOPIC: Sociology

TIME SEGMENT: 1 class period

317-524 (203)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how religion brings emotional security and provides ethical standards to various cultures.

MATERIALS:

EVALUATION:

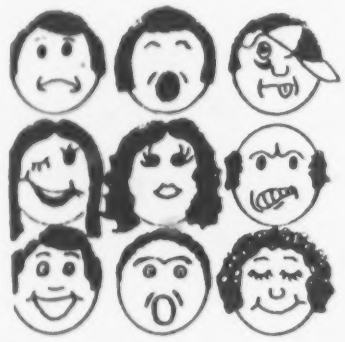
The teacher will be satisfied with the attentiveness of the students to the panel discussion.

ADAPTATIONS:

The teacher may wish to have the students write a summary of the panel discussion.

PROCEDURE:

To the teacher:



1. Invite leaders from three different churches in your area to speak to the class as a panel. Explain to each that the other two will be there. Tell them that the topic will be how religion brings emotional security and provides ethical standards to our culture. Also, it is likely that the three churches have members of their faith in other parts of the world. Ask them to tell how religion contributes to the emotional security and ethical standards in other cultures.

2. If you wish to have the panel discussion structured to insure that the group stays on the subject, give the church leaders a question list at the time of invitation, and tell them that they will be dealing primarily with those.

3. Then, before inviting the guests, have the class, under your direction, compile a list of questions that relate to the general topic. The questions might include the following:

   a. What beliefs do religions have that would help people cope with dying?
   b. If our family were to have a crisis today (loss of father's job, death, etc.), in what ways are churches equipped to help us deal with it?
   c. What civil laws do we have that are based on religious law?

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The students will explain how social class may be affected by the community. (301) (V)

Secondary Social Studies

TITLE: Social Class in the Community

TOPIC: Sociology

TIME SEGMENT: three days

317-525 (301)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how social class may be affected by the community.

MATERIALS:

Student Activity Sheet
(Master included)

Texts, encyclopedias, other related sources.

EVALUATION:

The students will explain, in writing, to the teacher's satisfaction, how social class may be affected by their community.

ADAPTATIONS:

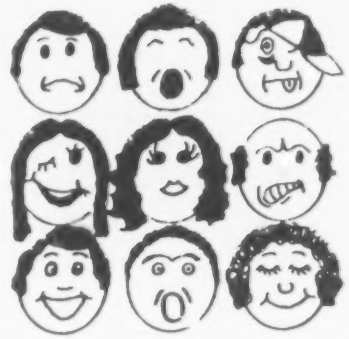
The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have, through selected reading and class discussion, a good understanding of social class and status.

2. Duplicate Student Activity Sheets for the students in the class.



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Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Social Class in the Community	TOPIC: Sociology	Student Activity Sheet	317-525 (301) D

To the student:

After your reading and class discussion on social class, analyze the social stratification in your community. Compare the classes with those described in your texts. Then think through the following questions:

1. Are all strata of society represented in your community?

2. What are some of the main features of your community that help to determine its character? (They might be the presence of a large industry, a predominant church, high percentage of ranch and farm land, the fact that yours is a "bedroom suburb" of a large city, etc.) Do these features have enough impact that they help determine what kind of people settle there?

3. What influence do these features have on the existing social classes in your community?

4. On a separate piece of paper, write down your analysis. Write at least a page explaining how social class may be affected by your community.

5. When you finish, put your paper in the place designated by your teacher.

The students will describe the major characteristics of adolescence. (516) (V,P)

Secondary Social Studies

TITLE: Adolescence

TOPIC: Sociology

TIME SEGMENT: three days

317-526 (516)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the major characteristics of adolescence.

MATERIALS:

Student Activity Sheet
(Master included)

Texts, encyclopedias, other related material

EVALUATION:

The students shall describe the major characteristics of adolescence by describing themselves during one of their school years in relation to these characteristics, to the teacher's satisfaction.

ADAPTATIONS:

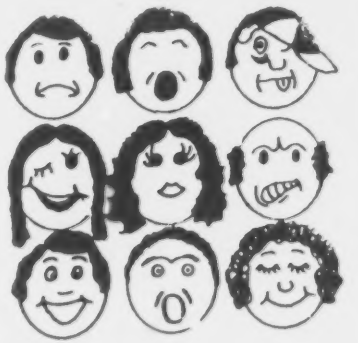
The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Before the students are assigned this activity, they should be given a good background in adolescence through selected reading and the class discussion.

2. Duplicate enough Student Activity Sheets for the students in the class.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Adolescence	TOPIC: Sociology	Student Activity Sheet	317-526 (516) D

To the student:

1. Through your reading and class discussion, you should have an understanding of the major characteristics of adolescence.

2. For this activity, you will write about what you were like during one year of school.

3. Choose one grade between the time you were thirteen years old and the present. (For example, the ninth grade.) From your text and other sources, make a list of adolescent characteristics. Then, think about what you were like in the ninth grade (or any other grade you choose). Did you exhibit these characteristics? In which ways were these your characteristics too? In which ways were they not? (What were your feelings during that time?)

4. Write at least one page telling about yourself during the selected grade at school, including either the summer before or the summer after the grade.

5. When you have finished, put your paper in the place designated by your teacher.

The students will identify examples of sex stereotyping.
(301) (V)

Secondary Social Studies

TITLE: Sex Stereotyping

TOPIC: Sociology

TIME SEGMENT: 3 days

317-527 (301) D

INSTRUCTIONAL OBJECTIVE:

The students will identify examples of sex stereotyping.

MATERIALS:

Student Activity Sheet (Master included)
Texts
Encyclopedias
Other related material

EVALUATION:

The students will demonstrate their understanding of sex stereotyping by submitting five examples cut from magazines and newspapers. These shall be evaluated by the teacher.

ADAPTATIONS:

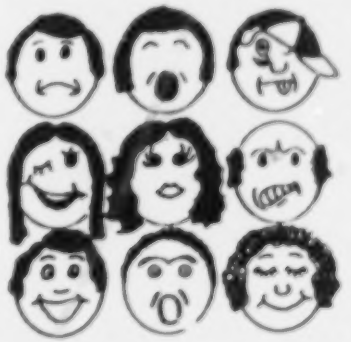
If it is decided that this activity should be done at school, magazines and newspapers should be available for the students' use.

PROCEDURE:

To the teacher:

1. This activity should be done after the students have been given, through selected reading and class discussion, a good understanding of sex stereotyping.

2. During the class discussion you may want to draw as clear a line as possible between role and sex stereotyping to help clarify the students' thinking for this activity.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Sex Stereotyping	TOPIC: Sociology	Student Activity Sheet	317-527 (301) D

To the student:

1. This activity will follow your reading and class discussion on sex stereotyping.

2. From magazines and newspapers at home five picture examples in illustrations and advertisements of sex stereotyping. Clip these out and mount them on plain white paper. Put your name on each sheet and fasten the pages together.

3. Put your activity in the place designated by your teacher.

The students will list and describe the roles and responsibilities of marriage and parenthood. (403) (V, P)

208

Secondary Social Studies

TITLE: Marriage and Parenthood Panel

TOPIC: Sociology

TIME SEGMENT: 2 class periods

317-528 (403)

D

INSTRUCTIONAL OBJECTIVE:

The students will list and describe the roles and responsibilities of marriage and parenthood.

MATERIALS:

EVALUATION:

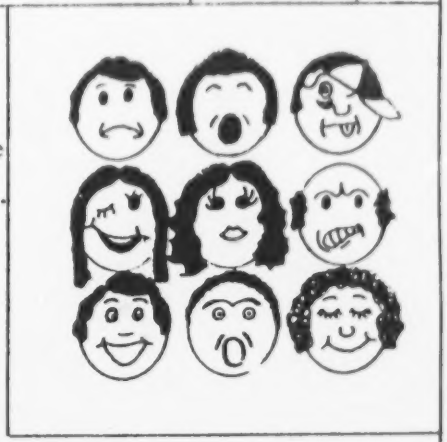
The teacher should observe student attention and participation and be satisfied with these.

ADAPTATIONS:

The teacher may wish to assign the students to take notes during the panel or write a paragraph about the opinions of the panel. These could be collected for evaluation.

PROCEDURE:

To the teacher:



1. Invite three or four couples to talk with the class about roles and responsibilities of marriage and parenthood. Arrange for three generations to be represented. Invite an older couple, a middle-aged couple, and a couple who are the parents of one or two young children. Be sure that the panel includes one wife who works. If there is not one among the couples invited, ask a fourth couple. It should be a husband and wife who both work.

2. Before the panel comes, have the students formulate questions to ask the guests. It is suggested that questions be asked that will point out the attitudes that the various couples hold. Some possible questions follow:

a. Do you feel that a husband should help with the dishes?
b. Should a mother work?
c. Who should mow the lawn?
d. What role should the father have in teaching and training the children?

Appoint a student moderator to keep the discussion moving properly.

3. The older couples could be asked also how their attitudes and ideas of roles and responsibilities have changed over the years.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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210A

The students will define social movement and identify examples of social movements in the United States. (301) (V)

Secondary Social Studies

TITLE: Social Movements

TOPIC: Social Movements

TIME SEGMENT: 2 weeks

317-529 (301)

D

INSTRUCTIONAL OBJECTIVE:

The students will define social movement and identify examples of social movements in the United States.

MATERIALS:

Student Activity Sheet
(Master included)
Textbooks, encyclopedias, and related material

EVALUATION:

The students will demonstrate their understanding of social movement by defining the term and submitting articles dealing with contemporary social movements, to the teacher's satisfaction.

ADAPTATIONS:

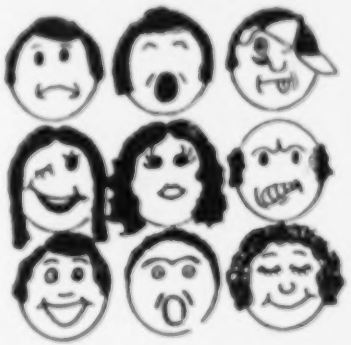
The articles in the completed activities could provide a basis for discussion on current social movements.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have through selected reading and discussion, a good understanding of social movements.

2. Duplicate enough Student Activity Sheets as needed.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Social Movements	TOPIC: Sociology	Student Activity Sheet	317-529 (301) D

To the student:

1. Through reading and discussion, you should have an understanding of social movements.

2. From three separate sources (texts, encyclopedias, etc.) find definitions of social movement. Using these and your own reasoning, define social movement using the terms that you like best.

3. Find at least one article about as many social movements as you can. They might be articles about the activities of labor unions, the John Birch Society, the Moral Majority, the movement, the conservation movement, etc. Mount the articles on plain $8\frac{1}{2}$" by 11" paper. Include your definition of social movement and your name.

4. Fasten your papers together and put your activity in the place designated by your teacher.

The students will isolate specific problems of the aged.
(312) (P, V)

This activity will be located with Objective No. 530.

The students will formulate solutions for the problems of aging. (405) (V, P)

Secondary Social Studies

TITLE: Problems of the Aged

TOPIC: Sociology

TIME SEGMENT: 1 week

317-530 (312)
317-531 (405) D

INSTRUCTIONAL OBJECTIVE:

The students will isolate specific problems of the aged.

The students will formulate solutions for the problems of aging.

MATERIALS:

EVALUATION:

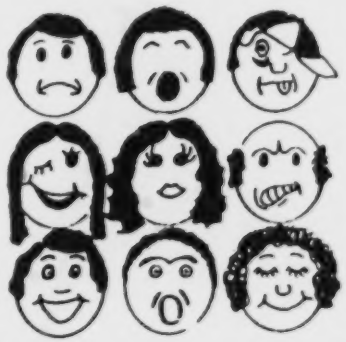
Evaluation will be made by a student committee and shall be written to the satisfaction of the teacher.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the students.

PROCEDURE:

To the teacher:



1. Invite three to five elderly people into the class to form a panel on the problems of the aged. Ideally, the people should represent a span of years. If possible, select a person in his sixties, one in his seventies, one in his eighties, and one in his nineties.

2. Before the day of the discussion, explain the objective to the students. Have students formulate questions to ask the panel. Each student should think of three questions to ask that will help the class identify the specific problems of the aged.

3. A student moderator should be chosen to keep the discussion on topics of primary importance. Also, appoint a scribe who will list on the board, in decreasing order of importance (as indicated by the panel), the problems of the aged. Ask the panel to name the problems on which the elderly would welcome student help. Have the scribe indicate those problems with a checkmark.

4. The following day, have the students divide into groups of six to eight students each. Each group should appoint a spokesman. Have the groups formulate possible solutions to the problems on the list that were checked. Allow time for the spokesman from each group to report to the class.

5. From the solutions proposed, have the students decide on one problem and solution that would be practical for the class to take on as a project. Organize a committee to work out the details and assignments. The entire class should participate.

6. Arrange time for the students to carry out the project. Another committee should be organized to evaluate the project and write up the results.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

The students will define social stratification and social class and describe how they operate in the United States and other parts of the world. (103) (V)

Secondary Social Studies

TITLE: Social Class in the World

TOPIC: Sociology

TIME SEGMENT: 3 days

317-532 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define social stratification and social class and describe how they operate in the United States and other parts of the world.

MATERIALS:

Student Activity Sheet
(Master included)
Texts, encyclopedias, and related materials

EVALUATION:

The students will demonstrate their understanding of social stratification and social class by defining the term and comparing in writing, to the teacher's satisfaction, social classes in the United States and one other country in the world.

ADAPTATIONS:

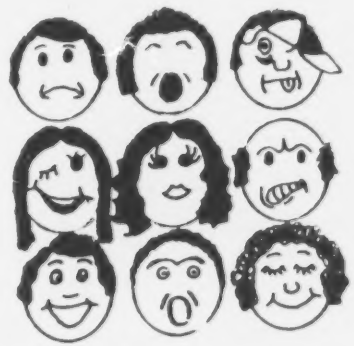
The teacher should feel free to adapt this activity to the special needs of the students.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have, through selected reading and discussion, a good understanding of social stratification and social class.

2. Duplicate enough Student Activity Sheets as needed.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Social Class in the World	TOPIC: Sociology	Student Activity Sheet	317-532 (103) D

To the student:

1. From your reading and through discussion, you should have a good understanding of social stratification and social class.

2. Decide on a country besides the United States that has identifiable social classes. In texts, encyclopedias, magazine articles, and related material, find as much material on the social classes of this country as possible. Write one page comparing the social stratification in the United States with that of the country you have chosen.

3. When you have finished, put your paper in the place designated by your teacher.

The students will define the following terms and describe how they operate in the United States: Dominant and minority group, ethnicity and ethnocentrism, prejudice, discrimination, and assimilation. (408) (V)

Secondary Social Studies

TITLE: Minority Groups

TOPIC: Sociology

TIME SEGMENT: 4 days

317-533 (408)

D

INSTRUCTIONAL OBJECTIVE:

The students will define the following terms and describe how they operate in the United States: dominant and minority groups, ethnicity and ethnocentrism, prejudice, discrimination, and assimilation.

MATERIALS:

EVALUATION:

The student will define and describe, to the teacher's satisfaction, the terms as listed in the objective.

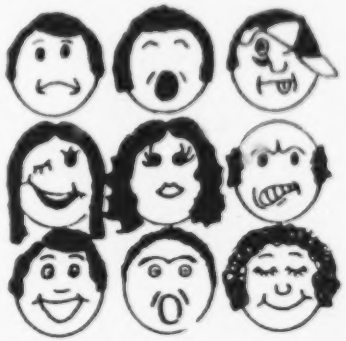
ADAPTATIONS:

The teacher should adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

Through selected reading and class discussion the students should have a good understanding of the terms listed under the objective. In this activity, the students will experience temporarily what it is like to be discriminated against for something over which they have no control.



Divide the class into three groups. Assess the students in the class to see which of the following divisions would divide the class most evenly:

	height	eye color	hair color
1.	all students under 5'5"	brown eyes	black hair
2.	students 5'6" to 5'10"	blue eyes	brown hair
3.	students over 5'11" (or adjust heights to divide class evenly)	grey, hazel, and green eyes	blond hair

Be sure that everyone is assigned to some group.

The first day group 1 will experience the prejudice. Groups 2 and 3 will not speak to group 1. Group 1 members will not be allowed to speak to each other. Group 1 must sit at the back of the room and leave the room last. Group 1 will have last choice in anything involving choice. In the halls or on the school grounds, group 1 must defer to groups 2 and 3 (e.g. open doors for members of other groups, wait until last to drink at the fountain, etc.)

The second day group two will be the group to feel the discrimination and on the third day, group three will take its turn. After each group has had a turn at feeling prejudice and discrimination, ask the students to write a paragraph telling what their feelings were.

Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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The students will describe poverty in the United States and compare it with poverty throughout the world. (103) (V)

Secondary Social Studies

TITLE: Poverty

TOPIC: Sociology

TIME SEGMENT: 2 days

317-534 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe poverty in the United States and compare it with poverty throughout the world.

MATERIALS:

Student Activity Sheet (Master included)
Almanacs
Encycopedias
Other pertinent sources

EVALUATION:

The students will demonstrate, to the teacher's satisfaction, their understanding of poverty by comparing, in writing, poverty in the United States with poverty in one other country.

ADAPTATIONS:

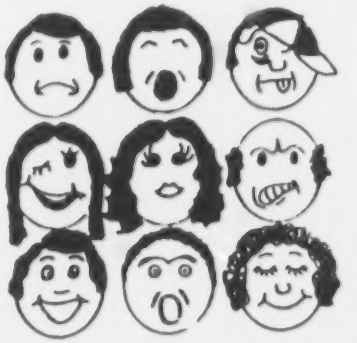
The teacher should feel free to adapt this activity to the special needs of the students.

PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should be given a good understanding of poverty through selected reading and class discussion.

2. Duplicate enough Student Activity Sheets for the students in the class.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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Secondary Social Studies TITLE: Poverty	TOPIC: Sociology	Student Activity Sheet	317-534 (103) D

To the student:

1. Through your reading and class discussion, you should have a good understanding of poverty in the world.

2. In almanacs, encyclopedias, and any other available sources, find the annual per capita income of six countries other than the United States. On a separate piece of paper, list these countries and the per capita income for each.

3. Then, choose one of the countries you have listed. Read all you can find about poverty in the United States and in the country you have chosen. Compare poverty conditions in your chosen country with poverty conditions in the United States. On a separate piece of paper, write your comparison.

4. Fasten the pages together; put your name on them; and put your papers in the place designated by your teacher.

The students will discuss the growing influence of urban culture on the norms of American Society. (405) (V)

Secondary Social Studies

TITLE: The Influence of Urban Culture

TOPIC: Sociology

TIME SEGMENT: 1 week

317-535 (405)

D

INSTRUCTIONAL OBJECTIVE:

The students will discuss the growing influence of urban culture on the norms of American society.

MATERIALS:

Student Activity Sheet (Master included)

EVALUATION:

The students will talk with members of the two previous generations in the community and describe in writing, to the teacher's satisfaction, the urbanization that has taken place in the community over the past decades.

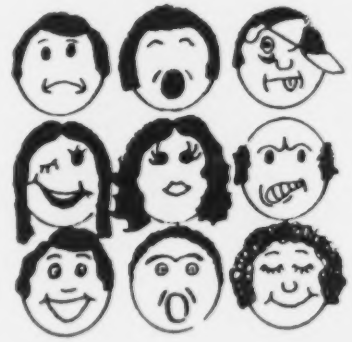
ADAPTATIONS: In a city, you may wish to assign the neighborhood rather than the community as a whole. If desired, one or two reports could be given orally to the class, with the other students invited to contribute additional information at the end of the reports.

PROCEDURE:

To the teacher:

1. Before this activity is assigned the students should be given, through selected reading and class discussion, a good understanding of the growing influence of urban culture on the norms of American society.

2. Duplicate enough Student Activity Sheets for the students in the class.



Evaluation and Comments on Activity:

Students: _____

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Teacher: _____

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To the student:

1. Talk with someone two generations older than you who has lived in your community when he was young. Ask him to tell you about the community in those days.

2. Next, talk with someone who has lived in your community for one generation more than you have. Ask him to describe the community 20 years or so ago.

3. Then, write a page telling how the community has become urbanized over the years.

4. When you have finished, put your paper in the place designated by your teacher.

The students will define and give examples of social change. (103) (V)

Secondary Social Studies

TITLE: Social Change

TOPIC: Sociology

TIME SEGMENT: 1 week

317-536 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will define and give examples of social change.

MATERIALS:

Student Activity Sheet (Master included)
Textbooks
Encyclopedias
Other pertinent materials

EVALUATION:

The students will demonstrate their understanding of social change by taking notes and helping to compile, to the teacher's satisfaction, an oral report on one of the primary causes of social change.

ADAPTATIONS:

The teacher should feel free to adapt this activity for the special needs of the students.

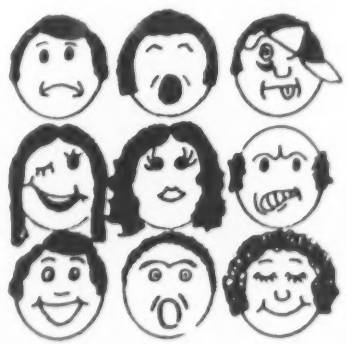
PROCEDURE:

To the teacher:

1. Before this activity is assigned, the students should have a good understanding of social change through selected reading and class discussion.

2. Duplicate enough Student Activity Sheets so that each student in the class may have one.

3. Divide the class into six groups and assign one of the following categories to each group:



a. Technology and science
b. Population growth and movement
c. Cultural diffusion
d. War and conflict
e. Natural environment
f. Social movements

4. Allow time in class after the assignment is made to let the students decide on a topic, get organized, and begin reading. The students will probably need additional time outside of the class to complete their reading.

5. After they have collected their information, allow time in class for them to compile their information. Each group should have a spokesman to report to the class.

Evaluation and Comments on Activity:

Students: _____

_____

_____

Teacher: _____

_____

_____

Secondary Social Studies TITLE: Social Change	TOPIC: Sociology	Student Activity Sheet	317-536 (103) D

To the student:

1. After your reading and class discussion, you should have a good understanding of social change.

2. Your teacher will divide the class into groups and assign your group one of the following topics.

    a. Technology and science
    b. Population growth and movement
    c. Cultural diffusion
    d. War and conflict
    e. Natural environment
    f. Social movements

3. Meet with your assigned group. Choose a spokesman to give a report to the class at the end of the activity. Talk over your topic. Find an example of social change that is a result of an incident brought about by a natural cause. For example, if your group is assigned natural environment, decide on an incident that would be considered a natural phenomenon (a volcanic eruption, a flood, an earthquake, a great drought, etc.) that has created a social change.

4. Find all of the material you can on the subject. It will probably entail some outside library work.

5. After you have gathered your information, your teacher will allow time in class for your group to compile all of the notes taken on your subject. From this material, the spokesman of your group will give a report to the class. After the reports have been given, write your name on your notes and put your paper in the place designated by your teacher.